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ABSTRACT

In the Austin College (Texas) Teacher Program, a five-year program of study is required before students obtain a teaching certificate and a master's degree. A liberal arts program is emphasized, and students are provided with a public school classroom teaching assignment as an intern or student teacher, for at least 4 to 5 months, at the graduate level. Students take three non-credit educational labs during their first 3 years. This lab work exposes them early and extensively to classroom teaching in order to help them decide if a teaching career is their vocation. Students are heavily involved in a field-based teacher education program that permits them to acquire the necessary skills to be a competent teacher. At the same time, they develop a close relationship with supervising teachers in their assigned schools. Public schools in the area are committed to assist the college to prepare high quality teachers. (JD)

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Exploring New Frontiers in TEACHER EDUCATION

The Austin Teacher Program

"Over a decade of pioneering"

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Exploring New Frontiers

in

TEACHER EDUCATION

the

Austin Teacher Program

"Over a decade of pioneering"

Austin College
Sherman, Texas 75090

1985

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I. An Introduction

(or Something Noteworthy)

Austin College is a private, liberal arts college located in Sherman, Texas, sixty-five miles north of Dallas. The College enrolls about 1150 students annually, and offers only one graduate degree--the M.A. and Texas Teacher Certification to about forty students (for the elementary and secondary schools) each year who complete the five year, non-traditional Austin Teacher Program.

Austin College is a nationally-recognized pioneer in teacher education.

The current Austin Teacher Program is the result of years of creative planning and experimentation. Initiated in 1968 and fully implemented in 1972, the Austin Teacher Program has been given two national awards for excellence by the American Association for Colleges of Teacher Education.

The Austin Teacher Program is designed to prepare sensitive, perceptive teachers who are unusually well qualified to provide leadership toward excellence in teaching.

Because the traditional undergraduate course approach to a major in education has been abandoned, the teacher education student is free to pursue a bachelor's degree in one of the regular liberal arts disciplines. This unusual freedom is the result of a firm conviction on the part of the education faculty that a liberal arts education is an essential element in the preparation of outstanding teachers.

The undergraduate liberal arts curriculum at Austin College provides a breadth of exposure to man's great heritage of knowledge while providing an opportunity for the in-depth pursuit of particular interests. Basic requirements constitute approximately one-third of the courses needed for graduation. There is thus ample opportunity for in-depth study in particular areas of special interest.

When the Austin Teacher Program was planned, it was appropriately decided that an "overhaul" of the entire sequence of teacher requirements was necessary, encompassing *all* parts of the certification process in the analysis for improvement. Such an approach seemed essential if an institution was serious about seeking a better solution to the teacher preparation dilemma. If

Austin College had not taken such an involved "leap," the results would have been far less satisfactory, because efforts to improve would have been only a "tinkering exercise." As it was, the Austin Teacher Program did not become another casualty among the many failures of teacher education programs that were attempting to be innovative during the late 60s and early 70s.

Considering the number of rare and uncommon components included in the Austin Teacher Program, it has withstood the tests of time remarkably well! With only a few deletions and "amendments" for over a decade of time, the program is still functioning with most of the earmarks of the original design. Somehow, it has managed to keep most of the major innovative aspects, even adding a few, as the years passed.

Such an accomplishment is, indeed, noteworthy because most, if not all, of the exemplary programs in teacher education in the United States that were federally or foundation funded during the 60s and early 70s are no longer in operation. Many institutions proposed new programs merely for the sake of obtaining funds, and when the money ran out the program did too, wasting time, effort, and money! Yet, Austin College had the commitment, dedication, creativity, and foresight of its teacher education faculty to continue the improvements after funds from other sources were no longer available.

Therefore, since 1972, when the first few students accelerated their Austin Teacher Program by attending summer sessions during their undergraduate years, Austin College has been graduating students for the teaching profession in a program that substantially goes *beyond* the demands of critics who complain about the preparation of teachers in colleges and universities.

This booklet is an abridgement of the various components of the Austin Teacher Program, including some historical information, philosophy, program characteristics, outcomes, and recognitions. It highlights a teacher education program that is unusually significant because it is a program fraught with numerous improvements, incorporating many exemplary concepts that even exceeded the dreams of educators at Austin College and elsewhere. For so many improvements in teacher education to take place in one institution of higher education, spanning a period of time for more than a decade, is, indeed, noteworthy.

II. An Historical Perspective

The Austin Teacher Program emerged from the ferment of the 60s, when students and faculty alike were becoming disenchanted with the conventional teacher-education program in which individuals qualified for certification largely by taking a number of theoretical courses.

The years 1965-67 were devoted to a fundamental rethinking of the program. Teacher opinions were surveyed, both locally and nationally. Overwhelmingly, the response indicated that public school teachers felt quite strongly that too much time in the education curriculum was devoted to theoretical courses with few real applications in the classroom and that too little time was allocated to practical classroom experience. Members of the liberal arts faculty at Austin insisted that the quality of the B.A. degree in education was undermined by insufficient preparation in the humanities and sciences.

Here are some of the details of those opinions surveyed:

1. *"Do something about those boring education courses" was the cry from students who had finished the teacher certification program in the 60s at Austin College. Their cries were no different from students who completed teacher education programs at other colleges and universities. Yet, a difference did occur in the fact that the voices of the Austin College alumni were heard and followed-up by action.*

This was not the first time alumni had voiced dissatisfaction with the requirements for teacher certification. However, each disgruntled sound before usually got a response like: "there is nothing we can do about it," or "this is the way Texas Education Agency requires us to do it," or "you will appreciate it more later." It was not unusual for faculty to consider critical feedback from alumni, as well as current students, as a personal affront to their "professional integrity" and "academic freedom"--sacred grounds few dared to trample. But now it was different. The Austin Teacher faculty managed to overcome their tendencies to be defensive with "offensive" remarks.

In the beginning the faculty found an important sequence of reactions to adverse comments. For example, the first step in responding to criticism was to listen, then to hear, then to understand and believe, then to analyze the meaning of what was heard, and finally to take appropriate action. In this kind of

process the Austin College teacher education faculty came to realize that they, *themselves*, had the abilities and the freedom to make a difference, and they set out to do just that!

2. *The students on campus in the sixties demanded "more participation, greater involvement, opportunities to direct their own learning, and an acceptance of a variety of teaching modes." They advocated change from ruts to race tracks, from stagnation to vibrancy, from rhetoric to action, from hesitancy to boldness and courage, from security to risk-taking, from isolation to interaction, and from rigidity to flexibility. Their demands were heeded!*

It was recognized that Austin College had in its student body individuals who could and would take leadership roles in assisting and even in pushing the faculty to develop a relevant program for teacher education. These aggressive students were rejecting a teacher education program that equated teacher preparation with such things as passing a test, accumulating a certain number of credits, completing term papers, reading textbooks, listening to lectures, seeing films, and receiving directions from faculty on what, how, and when to "do things."

The Teacher Education Department took the opportunity to utilize this vast storehouse of energy that was amassed in the student body to improve the program. It was, and still is, a sleeping giant that was harnessed for creative endeavors--a powerful force that gave the momentum needed to begin the process of change.

For years teacher education faculties assumed that each year the new freshman class was the same as the previous group, and the faculty proceeded to teach everyone the same way year after year. Suddenly, they realized that the "new" student of the late 60s was a different person than the year before and each additional year brought another set of different people to the campus. The flexibility that was demanded by students had to provide for these "new" students who entered college with much knowledge already about teaching and teachers. They all had varying degrees of understandings concerning the tasks of a teacher as well as the competencies needed for effective teaching. These differences had to be taken into account as the teacher education program was formulated.

3. *"For Pete's sake, improve the quality of the courses and the students who enter the teacher program" were words heard from the campus faculty. They, too, received a listening and*

responsive ear.

It was almost habitual to respond in a negative way to a fellow colleague who made a suggestion regarding someone else's academic domain, saying that his or her field, program, or course(s) were not all that good. Usually the accused finger was quick to point back at that person's discipline; thus, for the teacher education faculty to admit a lack of quality, to shoulder the responsibility of doing something about an inferior program, and to even solicit remedies for improvement from faculty outside the Education Department, was a demonstration of phenomenal behavior, to say the least!

Of all the professions, teacher education seems to be one of the most protective and defensive of its people, programs, positions, and products. To break this barrier to excellence was, indeed, a very hard task to achieve. But the faculty who created the Austin Teacher Program did it!

4. *"Give the students something besides theory; give them more experience in the classroom where the real world of teaching exists." These were the constant urges from principals and teachers in the public schools. Their expressed concerns also did not fall on deaf ears nor did they provoke defensive reactions.*

Concerns from the public school people triggered an extensive survey of teacher opinions, not only locally and regionally, but nationally. Without exception, all the teachers and administrators contacted shared the belief that teacher education programs needed to be revised. They agreed that there was too much wasted time with assignments and activities that did not contribute to the skills and attitudes that teachers need. They were vocal in advocating that much more time be spent in the school classroom so prospective teachers might realistically experience the act of teaching and the needs of the learners.

In the beginning many sessions were held with public school personnel in order to get their ideas and reactions. As the Austin Teacher Program progressed, these key people were continually involved in the evaluation and improvising processes. Had it not been for the contributions from the public school sector, the Austin Teacher Program would have lost much of its effectiveness.

5. *The College administration was encouraging faculty, departments, and programs to pioneer, to reach out for the best, to move to the "cutting edge," to "dare to be different," and*

to excel in greatness. The Education Department accepted this challenge!

It is a recognized fact that too many colleges and universities with teacher education programs are saddled with administrations that have negative attitudes toward teacher education; therefore, they do not show much concern about improving these programs.

Certainly, a major strength at the beginning of the Austin Teacher Program was having an administration that not only supported change but encouraged risk-taking activities that led to a complete revamping job. As a result of positive administrative support, the Austin Teacher faculty did not get entangled in the web of patching up bits and pieces here and there without ever getting at the heart of the problem or at the root of the trouble. As a pruner must be prepared to leave the ground, so must a teacher education faculty be prepared to go all the way in "cutting out the dead wood." The wholehearted endorsement of the administration and its continued encouragement of teacher education through out the decade at Austin College has been a strong force in the making of a clean sweep of useless components as the new program began to emerge and acquire dimensions of quality.

6. *The Texas Education Agency was searching for exemplary programs in teacher education. Their seeking was fruitful in at least one college!*

While, almost without exception, teacher education faculty and administrators through out Texas condemn the Texas Education Agency for not allowing enough flexibility and having too many restrictions, Austin College found just the opposite to be true. Much encouragement and assistance from this state source were given to the planners of the Austin Teacher Program from its earliest inception.

Austin College was the fifth year college that initiated, developed, and sustained an experimental program in teacher education as TEA advocated, encouraged, and permitted on a statewide basis. The Austin Teacher Program became a reality because its faculty took advantage of the opportunities to improve teacher education offered by TEA. While this was being done, other institutions continued their excuses that TEA would not permit change. This is another example of what happens when scapegoats get in the way of progress. It is not that scapegoats are too difficult to avoid. It is that the desire to avoid

them is not present. Austin College had the desire that led to subsequent inquiries and action that eventually started a decade of progress in teacher education.

7. *The Stone Foundation and the Federal Government were looking for innovative programs in teacher education. Their visions were not in vain as they reviewed proposals from Austin College to improve teacher education.*

The question has been asked: "Could Austin College have developed the Austin Teacher Program without foundation and federal assistance?" Some faculties use lack of money as an excuse not to change, and they quickly point out that "you were able to do this because you had the money."

It is important to note that Austin College already had an exemplary teacher education program in the mill when the Stone Foundation decided to fund its development. The grant was most helpful to speed up the process; yet, regardless of the additional resources it provided, an experimental program in teacher education would have been initiated at Austin College. The same thing can be said about the federal money. There was only a minimum amount of funds, anyway, which certainly helped but in no way made the difference between developing or not developing a new program. It should be remembered that much larger institutions than Austin College with large federal and foundation grants were not able to make a dent in the improvement of teacher education.

Although money will help put ideas to work, without ideas and the people to follow through with the ideas, money soon becomes just another "passing fancy." The fact that Austin College has maintained the Austin Teacher Program for more than a decade and that it is still in existence, refutes the notion that money is necessary to be innovative, creative, and adventurous.

8. *The climate in the land brought clouds of turmoil, winds of change, and an atmosphere of uncertainty. In this kind of world, it was easy to get caught up in the mood of trying out unique ideas, of searching out new ways to solve old problems.*

In such a setting the Austin Teacher Program was initiated. The seed was planted to bring about a revolution in one institution regarding its commitment to the tasks of discovering a better way to prepare teachers for their responsibilities in the 70s and 80s.

Although the 1960s provided a period of time when there were ample challenges, it should be remembered that each decade provides its own unique opportunities for greatness. There is always the choice to jump up and lead or go hide in fear, to shout with joy or to cry in anguish, to work overtime in generating creative ideas as possible solutions to problems or draw into a shell and wait for the "storm" to pass. One decade might present different kinds of challenges but there is never a time in history when there is a voidance of opportunities to excel.

After two years (1965-66 and 1966-67) of study and analysis and numerous brain storming, planning, and strategy sessions, Austin College was ready to take the bold steps needed to confirm its positions and recommendations in order to establish its direction for the decade ahead in teacher education.

In response to this feedback, Austin College transformed its four-year B.A. program into a five-year M.A. program emphasizing the liberal arts and classroom-teaching experience. Although 36 semester hours were added to the curriculum, no additional education courses were required. Unlike the conventional approach, in which students have only limited teaching experience late in their college years, the new plan includes two noncredit freshman and sophomore labs entailing practical classroom experiences. Students also take at least 50 hours of supervised classroom teaching in the senior year and complete one full term as interns or student teachers during the fifth year. Public school personnel participate extensively in the program.

Before students teach in the fifth year, they are likely to have more hours in the classroom than most people who have finished student-teaching.

Students must apply for admission to the graduate year. They generally log 200 to 300 hours in the elementary or high school classroom in order to be admitted. They also must take the Graduate Record Examinations and maintain an acceptable grade-point average in the B.A. program.

Nevertheless, the program continues to draw students far above the caliber attracted by most teacher-training programs. Average combined SAT scores for students in the program are over 1,000, well above the national average of 809.

A survey of graduates indicated that three-quarters of them were employed as teachers, and one-third of those not teaching were taking time out to rear families. Graduates overwhelmingly

expressed support for the Austin program, giving it high ratings for all aspects of teacher preparation.

Austin's success proves that students do want quality in their teacher education program, and they *will* spend extra time and money to get it! When Austin College went to the additional year and included a master's degree along with certification, students did not go elsewhere for their teacher certification programs. In fact, better students were attracted to the Austin Teacher Program.

III. An Example List of Program Changes

In formulating the Austin Teacher Program, the numerous planning sessions with college administrators, faculty, staff, students, alumni, public school personnel, consultants, and authors of many books and articles which were read resulted in the partial list of unique features presented below.

It was decided to change.....

1. From a four year B.A. degree program with traditional education courses to a five year M.A. degree program with non-traditional courses, giving greater emphasis to the liberal arts. (Although an additional twelve months and thirty-six semester hours would be added to the curriculum for teacher education students, no additional education courses or credits in education were required.) From having Educational Psychology, Sociology, and Philosophy courses taught in the Education Department to being taught in the separate disciplines of Psychology, Sociology, and Philosophy. From having elementary education students concentrate or major in Elementary Education to concentrate in one of the various academic disciplines. (Secondary education students continued to have two concentrations or majors in academic fields.) From having all education credits offered at the graduate level to having all* credit courses in education offered at the graduate level and at the same time permitting three of the nine graduate courses (four semester hours per course) required to be in disciplines outside of education.
2. From a campus based, theory oriented, course structure to a public school classroom base with practice integrated with theory, including non-credit, as well as credit, experiences. From a late and limited involvement in the teaching process to an early and extensive interaction with teachers, students, and learning activities in the public school. (Non-credit labs would be required at the freshman, sophomore, and junior levels in order to give prospective teachers exposure to the teaching profession early enough to make career choices based upon actual experiences.)

*With one exception for secondary students and two for elementary students.

3. From a program that remained the same year after year to a program that would be constantly evaluated and continuously developed according to these assessment reports each term and each year. From quantitative, objective evaluations to qualitative, subjective analysis of the ongoing procedures. From a program that was generally assessed every five years to a program that would be continually evaluated with regular feedbacks that gave faculty frequent information about the program without being pressured by outside agencies.
4. From a faculty that was segregated according to secondary or elementary school levels, teaching certain desired courses, to a faculty that gave less importance to their own personal interests and specialties while giving primary attention to helping all students achieve professional competency. (It mattered not whether the student planned to teach first or tenth grade, Reading or Mathematics, middle or high school, because all faculty would be concerned first with students becoming effective teachers regardless of their teaching levels or subject matter.) From a faculty that prided itself on being "good talkers" to a faculty that sought to acquire the skills of being good listeners; from always "giving the answers" to constantly seeking the solutions; from encouraging students to be passive to involving students actively in the learning process; from being the one and only resource to being a facilitator and coordinator of learning activities, utilizing a multitude of resources.
5. From a restricted amount of time and involvement in the public school classroom during the senior year, known as student teaching, to at least eighty hours of teaching at the undergraduate level plus at least one full term (semester) of internship-type teaching at the graduate level which culminated a series of previous teaching experiences in the classroom during prior years. (Most of the intern assignments result in paid positions with full teaching responsibilities, without supervising teachers in the classroom.) From a limited use of public school personnel in the teacher preparation process to extensive use of public school teachers, principals, and central administration personnel.
6. From a casual use of the Materials Learning Center to a

program that is centered, both physically and educationally, around a wide variety of resources for use in the preparation of lessons for the school classroom. (Students are encouraged not only through verbal reminders to utilize all available resources but are taught to do so by demonstration and examples of faculty and supervising teachers.) From conceiving students as groups to relating to them as individuals in need of a variety of teaching tools. From assuming that students all need the same teaching to recognizing that students have different needs which must be met with different kinds of resources just as students in the public schools must have their needs met in a variety of ways, varying the structure according to student readiness, strengths, and weaknesses.

7. From faculty dictating "what to do" and "ways to do it" to students directing their own learning, developing skills in discovering the best approach for themselves as they prepared to teach, striving to utilize fully their own personalities and unique strengths (as opposed to everyone doing the same thing at the same time regardless of individual needs.) From having a standard set of skills to be accomplished to relying upon an individualized list of behavior patterns designed by and for each student separate from the group. From a predetermined list of what it took to be a competent teacher to a subjective list of behavior patterns that was likely to be different for each student.
8. From a file system with minimum certification information to a portfolio containing maximum data concerning teaching competencies, including records of teaching experiences, subjective evaluations by faculty, peers, teachers, and principals related to the acquisition of teaching skills and attitudes.

IV. An Account of Concerns, Fears, and Frustrations Caused by Change

One of the major aspects of launching the Austin Teacher Program was participating in a conference, arranged by the department and supported by the Stone Foundation, at Estes Park, Colorado, during the summer of 1969.

The purpose of the Estes Park Conference was to bring outstanding educators, public school people, department faculty and staff, students, and other Austin College personnel together to react to the recommendations developed by the Austin College education department faculty and students for the new Austin Teacher Program. The conferees were divided into sub-groups to critique ten positions that formed the basis for the new program. After two days of intensive work, the sub-groups shared their reactions with the total group. From these reports came the final revision for the Austin Teacher Program that was launched the following fall.

While the new program was being established, the old one was being phased out. Other offerings at the Master's Degree level other than the part related to the Austin Teacher Program were phased out. This transitional period helped the faculty have time to properly focus on their primary task: preparation of teachers at the elementary and secondary levels.

As the launching took place, faculty members constantly faced problems and concerns brought about by taking risks. Some of these were and are:

1. *How do you expect students to enroll in the new program which requires a Master of Arts degree along with teacher certification, when no other institution in Texas does likewise? Why would students put another year and another large sum of money into a program at Austin College when they could go elsewhere and get a teacher's certificate at the B.A. degree level and not be out that additional time and expense?*

Students will not put in another year of time, study, and money in a teacher education program that is the same as any other

*Not in 1968 nor in 1985 as this material is being printed.

program with the only difference being an additional year had Austin College not succeeded in completely overhauling the entire program when it was initially launched. Students would not have entered it had it just been another year added to the traditional four year program. As it was, they were attracted by the improved quality, uniqueness, relevancy, and practicality that the additional year offered. (One reason the state legislature has not required a Master's Degree for teacher certification in Texas is because of the fear they have that colleges and universities will only add more of the same mediocrity without improving the quality of the teacher education programs.)

2. *What assurance is there that the new program will be any better or even as good as the old program? Will it eventually become just another program with boring course work, except it will be FIVE instead of four years of boredom?*

Without a commitment to rework, revise, restructure, tear up and rebuild the entire program, there is almost no likelihood that a new program will be an improvement over what had gone on before. Also, without careful and continuous monitoring, evaluating, and making appropriate changes as a result of ongoing assessment data, there is little assurance of the continuation of a better program. (Even so, after more than a decade, it is necessary to go through the revamping process again in order to prevent the tendency to hang on to a program that may be out-dated, irrelevant, boring, and mediocre for the next decade.)

3. *Will the increased involvement in the public school classroom lead to a watered-down curriculum with all practice and no theory? How can you have quality control when the new approach calls for public school teachers to be directly responsible for teaching students many of the basic pedagogical skills?*

Once an intensive involvement program with the public school was in operation, utilizing teachers more fully in the preparation of students for the teaching profession, there is always the danger of college faculty members becoming less active in supervisory roles, retreating to the ivy-covered towers. In such situations there is certainly the possibility of colleges losing their quality control as well as failing to maintain proper balance between theory and practice. Austin College avoids these pitfalls by having a faculty who stays involved with the public schools and cooperates closely with them, working side by side rather than relinquishing

important responsibilities.

4. *How can you get students to take the non-credit labs which are such a vital part of the new program, when their schedules are already so heavy and the demands are so great in the liberal arts curriculum? Besides, how do you fairly equate teaching loads if non-credit courses are taught?*

If the non-credit labs are profitable, worthy, meaningful, giving students something concrete for the time they invest, then they will participate willingly, and they will find the time to do so. However, if the non-credit labs are not beneficial, then students will refuse to participate in them. Students must perceive the non-credit experiences as being worthwhile, giving them definite skills needed for the career they have either chosen or are investigating as a possibility. Non-credit courses are considered as a part of the faculty teaching load because the administration is progressive in its approach to meeting student and faculty needs. Austin College is fortunate to have such an administration.

5. *How can you keep a faculty working together enthusiastically when so much time is expected of them, and when everyone is "treading" in new territory? How can you get even a small group of six or eight faculty members cooperating on innovative pursuits over an extended period of time--at least long enough to establish cohesiveness? Is it possible for faculty to maintain an exemplary posture after the newness wears off and after federal and foundation money expires?*

Faculty will go far beyond the usual, put forth much more effort than normal, cooperatively devote extra-ordinary amount of time if they have support, praise, encouragement, a sense of accomplishment, and believe that they are a part of something challenging, creative, innovative, and exciting. Otherwise, if faculty begin to think they are doing it alone, that nobody really cares, that what they are doing is not appreciated nor seems to make a difference in quality or excellence, then low morale will ensue with the eventual downgrading of the program. The Austin Teacher faculty spent much time during the first five years building up a closeness and oneness among its members concerning the goal of excellence. This does not mean that they each faculty member should be of the same mind, but it does mean that they need to work very hard not to let their differences interfere with the goal of improvement.

6. *How can you trust students to direct their own learning? Are students really interested in quality, involvement, indepen-*

dent work, and a program that is striving to be truly professional?

One of the greatest risks taken in the Austin Teacher Program was for the faculty to agree to trust students. They had to take the first step. Then the students started trusting the faculty. Mutual trust had to occur for the Austin Teacher Program to succeed, because the program is built on the assumption that students will trust faculty if faculty trust them. There are always a few cases in which neither faculty nor students are trustworthy; but these instances are few and they do not spoil the large majority who function with unexpected reliability. When students are given responsibility, they usually assume responsible tasks. When students are included in the operation of a program, they feel more obligated to succeed in that program. When students are considered equally important as human beings on par with faculty members, they respond by increasing their respect and caring for the faculty. Faculty then begin to see students in a different light. They establish relationships that communicate understanding, appreciation, confidence, and warmth. These positive attitudes and feelings are made possible in the Austin Teacher Program because faculty and students learn to trust one another.

7. How can there possibly be enough paid intern positions for all students who are qualified for such a position during one of their fifth year graduate terms?

When the intern possibility became a reality, there were not any school districts employing interns as part of their teaching faculty. Teacher aides were the closest thing they had to an intern position. Therefore, it was the job of the teacher education faculty to sell the schools on the paid internship idea. It was a slow process at first but this was not a problem because there were only a few students who were qualified to be interns in those early years. As the number of intern possibilities increased the number of requests from schools for interns increased. (Presently there are usually more requests for intern positions to be filled than there are interns to fill them.) The pay for the intern positions also increased. The number of intern positions available and the amount of money paid to these interns has far exceeded the expectations of the faculty who included this important component in the design of the Austin Teacher Program.

Needless to say, then, the changes during the launching period for the Austin Teacher Program resulted in courage, anxiety, trepidation, and, at times, confusion. However,

amazingly, out of it developed a program that evolved to be a bright spot in the drabness of teacher education programs through out the country. The leap into the dark was, indeed, risky. But, at the time, there did not seem to be any other choice--that is, if the department wanted to be in the business of preparing master teachers.

V. An Overview of Philosophical Positions

Position 1.

The Austin Teacher Program is committed to meeting the changing needs of a changing social context. Therefore, it is developmental and flexible in structure, able to make changes as needs arise, and basing such change on planned, periodic, qualitative evaluation of the Program's effectiveness, and of the social and professional contexts in which the program operates.

Rationale

A teacher education program that is structurally developmental and flexible commits itself to regular, carefully planned change. The Austin Teacher Program recognizes the importance of the present and the future, and seeks to prepare its students to teach effectively in the present, but also to be capable of dealing constructively and creatively with the rapid changes that will continue to characterize twentieth and twenty-first century society.

Position 2.

The Austin Teacher Program is based on a Liberal Arts education.

Rationale

The Liberal Arts education involves the prospective Austin Teacher in the study of the collective wisdom of humankind's most important learnings, accomplishments, and modes of thought across a broad front described by the Arts and Sciences. In addition, intensive study in one or two areas of the Liberal Arts provides the student with a comprehensive fund of knowledge and methodology in the discipline(s) s/he intends to teach.

Position 3.

The Austin Teacher Program is a five year program designed to include a professional graduate year which terminates in a Master of Arts Degree.

Rationale

The Austin Teacher Program is based on the assumption that

the quality program desired could not be completed in the traditional four academic years. In order to provide a student with more opportunity to become liberally educated and to acquire competence in his/her chosen discipline or disciplines, an additional professional year has been added.

Position 4.

The curriculum of the Austin Teacher Program is designed to assist the student in the development of the knowledge, attitudes, and skills that will enable him or her to teach effectively.

Rationale

The objective of the curriculum of the Austin Teacher Program is that the student becomes an effective teacher through his/her participation in the activities provided within that curriculum. The Program insists that subject-matter knowledge, by itself, is not enough to ensure effective teaching, nor is development of a set of teaching skills based upon understanding of pedagogical literature, nor is a positive attitude. Thus, the curriculum provides opportunities for the student to develop in all three of these areas, through both theoretical and practical learning environments. Furthermore, by taking this position, the Program demonstrates its belief that effective teaching--the appropriate, individualistic blending of knowledge, attitudes and skills put into practice--can be perceived by its faculty, its students, and other partners to the process of teacher preparation.

Position 5.

The Austin Teacher Program assists the student in designing and implementing an individualized, personalized program of preparation for effective teaching.

Rationale

Just as there is no such thing as the teacher who conforms to one mold or model of effective teaching, so also there is no such thing as the "typical" student. Rather, each enters the Austin Teacher Program with a personality, prior experiences, abilities, and needs different in kind and degree from those of his/her peers. The student, from the very first involvement in the Program, is assisted in assessing those experiences, abilities, and needs which are then used as a base upon which to build a personalized teacher preparation program from Freshman through

the Graduate year. Each student is helped to find his/her own best way to become an effective teacher.

Position 6.

The student must assume an active role in his/her program of preparation to become an Austin Teacher.

Rationale

By its nature, the Austin Teacher Program requires that the student must be actively involved in analyzing his/her own instructional needs, and in planning for those learning experiences that will promote his/her growth toward the goal of becoming an effective teacher. The faculty expects each prospective Austin Teacher to make steady progress toward becoming a self-directed learner, assertively seeking assistance from faculty members and other resources as needed.

Position 7.

Just as the Austin Teacher Program is developmental and flexible in nature (designed for planned, periodic change), so, too, are the roles assumed by its faculty.

Rationale

Because the Austin Teacher Program is designed to respond constructively and creatively to change, the faculty is responsible for assessing the need for, and for making, changes in the Program's structure and, consequently, in its roles as a faculty. Because the Austin Teacher Program is individualized for each student, the faculty does not merely instruct; it also guides and directs the individual toward the goal of effective teaching, and creates, coordinates, and facilitates activities that promote the individual's attainment of that goal.

Position 8.

Evaluation of the prospective Austin Teacher--for the purpose of determining teaching effectiveness--is continuous, pluralistic, and subjective.

Rationale

A review of professional literature reveals no one set of criteria that can be used to identify the effective teacher. Nevertheless,

the Austin Teacher Program faculty believes that effective teaching can be perceived. Thus, a faculty, by practicing classroom teachers, by school principals, and even by peers in the Austin Teacher Program, is utilized to evaluate for strengths and weaknesses of a student's teaching performance. While any one such observation is subjective in nature, the collective professional judgments of those named above tends to yield an accurate measure of teaching effectiveness.

Position 9.

The Austin Teacher Program is based on a cooperative alliance of Austin College, The Education Department, and the Public Schools.

Rationale

Though the Austin Teacher Program faculty and staff assume primary responsibility for the operation of the Program, all three parties to this alliance recognize clearly the values and benefits of well trained classroom teachers, both for themselves, and for society as a whole. Active collaboration on the preparation of effective teachers is, thus, a primary concern of the alliance. A secondary function of the alliance is the development and implementation of programs which, though not *directly* related to the preparation of pre-service teachers, improve or enhance the operation of the three members of the alliance.

Position 10.

The Austin Teacher Program assists the student in identifying and responding constructively to the rigorous, sometimes conflicting standards of performance and behavior expected of teachers by society, and by all partners to the teacher education process.

Rationale

Society expects its teacher education and school teachers to be professional people. It places major responsibilities for leadership upon these positions. Students preparing to enter and participate in the Austin Teacher Program are developing a professional role model that includes working with others fairly and humanely, resolutely protecting confidential information, demonstrating dependability, and being wholeheartedly committed to the task of teaching their assigned pupils.

VI. An Unusual Program Reviewed

For over a decade Austin College has been "producing" an unusual "product" in teacher education. The development, implementation, and continuation of the Austin Teacher Program are significant features because the program has consistently held to those improvements in teacher education that are being advocated today by critics as necessary in order to have a quality program.

For the many changes to take place in teacher education in one institution for more than a decade, meeting the demands of these critics, are an unusual occurrence.

Some of these unusual features are stated below:

The Austin Teacher Program is based on a developmental design for teacher preparation, including four undergraduate education labs, the first three of which carry no course credit, and a fifth or professional year, which terminates with the earning of the M.A. degree with a specialization in elementary or secondary education and Texas teacher certification. Only students who complete all requirements for the M.A. may be recommended for teacher certification. Generally, the prospective Austin Teacher participates in one education lab during each of the four undergraduate years.

Education 11

Teacher Education Lab Experience is designed to acquaint the student with teaching as a profession and the Austin Teacher Program.

The entry-level lab, Education 11, may be taken as early as the second semester of the freshman year. It is designed to 1) orient students to the five-year program, 2) introduce students to an investigation of teaching as a profession, and 3) assist students in examining their unique personal backgrounds for experiences that bear on effective teaching learning behaviors.

To accomplish these ends, Education 11 students attend seminar meetings with their coordinator (an Austin Teacher Program faculty member) in which they discuss aspects of the Austin Teacher Program as presented in *The Latest Word*, an in-house publication that is the Program Handbook, and discuss all facets of the teaching profession (e.g. the impact in public education laws, minimum competency testing as a requirement

for certification, availability of jobs, salaries, unionization, etc.). During this lab the students also observe teachers and students in a variety of public school classrooms and engage in micro-teaching to get a "feel" for the teaching act.

The students begin to assess their development of behavior patterns characteristic of effective teaching by writing an autobiography highlighting those experiences they feel are useful as starting points for the development of effective teaching. The autobiography is placed in the student's "competency portfolio" which becomes the repository for the material generated by the student, faculty and public school personnel as evidence of the student's development toward a professional career and teacher certification.

Education 12

Teacher Education Lab Experience is designed to provide the student with classroom experiences in a variety of capacities including teaching.

Prospective Austin Teachers who successfully complete Education 11 take Education 12, the second non-credit lab in the undergraduate sequence. The major activities the students engage in during Education 12 include 1) furthering the acquisition of a conceptual, theoretical base for effective teaching, 2) developing systems for observing and analyzing the teaching process; 3) applying skills learned in classrooms including the teaching of lessons; and 4) using the evaluation of the results of this lab to establish further goals.

During the first third of the term the students meet on campus in seminar sessions with an Austin Teacher Program faculty member. The purpose of these meetings is to further the student's development of a conceptual/theoretical base for effective teaching through reading assignments, analysis of goals/objectives and learning activities in textbooks, and discussion with peers and the faculty member.

The middle third of the term provides an opportunity for the students to engage in systematic observation in a variety of classrooms and schools. From their field notes the students prepare a written report analyzing the salient features.

In the final phase of the lab, the students participate daily in an assigned class. In addition to continuing with some systematic observations, the students begin to enter more thoroughly into the teaching-learning process. The amount of actual teaching

time depends, to a great extent, on the classroom teacher's perception of the student's confidence, competence, interest in children, and demonstration of initiative. Before completing Education 12, students are expected to prepare, present, and evaluate a unit that is of two or more weeks duration. While engaged in the field experience, Education 12 students meet in weekly, small-group seminars to discuss both positive experiences and problems encountered. In individual conferences, the coordinator also shares what he or she sees going on as the result of on-site observations he or she has made of each student's teaching. The on-going evaluation of each student by classroom supervising teachers also provides important information for these conferences.

As a concluding act, the Education 12 student finishes the semester by evaluating his or her own teaching performance in terms of those effective teaching behaviors successfully demonstrated, and those that have yet to be developed.

Education 51

Advanced Teacher Education Lab Experience is designed to permit the student to develop a personal philosophical and methodological foundation for his/her teaching.

The prospective Austin Teacher who decides to continue in the Program following Education 12 enrolls in Education 51, usually in the junior year. Education 51 is a campus-based activity which provides the student with the opportunity 1) to explore commitment to teaching, 2) to examine the purpose of education, and 3) to articulate his/her philosophy of education.

Activities in Education 51 allow the student to examine and refine his/her system of beliefs about education. In addition, students critically examine a chosen area or areas of the public school curriculum and the variety of methodologies that may be used in teaching that portion of the curriculum. The faculty of the Austin Teacher Program believe that an effective teacher must be able to articulate and defend his/her beliefs. Beliefs about teaching, however, must be tested in order to be authentic--tested not only through reading, discussion, and observation, but through actual practice. To accommodate this testing of beliefs, students from public schools are brought on campus to participate in a lab situation. Education 51 students are afforded freedom to experience and evaluate a variety of methodologies.

During Education 51, the prospective Austin Teacher is asked

to complete the formal process of application for admission to the Austin Teacher Program, and to begin the process of formal admission to the graduate year. A student's application for admission includes 1) official transcripts of all college work, 2) written recommendations from three Austin College faculty members, at least two of whom must be outside the Education Department, 3) an application form, and 4) a five-year degree plan on which are listed the courses the student intends to take to complete the M.A. All of these materials are placed in the student's competency portfolio, which is then made available to the Teacher Education and Graduate Admissions Committee for consideration of admission to the Austin Teacher Program.

Education 52

Advanced Teacher Education Lab Experience is designed to provide the student with additional teaching competencies and information necessary for planning the graduate year.

The final undergraduate lab, Education 52, usually taken in the senior year, is a term-long activity combining at least fifty hours of classroom teaching with a weekly on-campus seminar conducted by the lab coordinator. In Ed 52 the students engages in a classroom teaching experience of greater depth than in the previous labs. Upon successful completion of Education 52, the student is awarded one academic credit (equal to four semester hours).

During the orientation to Education 52 in the first few weeks of the term, students and the coordinator read the contents of portfolios to determine specific areas of teaching behavior that need to be strengthened or further developed. Students may be in charge of instruction for an entire class early in their field experience but, once again, they must show their classroom supervising teacher that they are ready and willing to assume this responsibility and to discharge it effectively. During their teaching experience, students are observed by the Education 52 coordinator and other faculty members and are also evaluated, in writing, by their classroom supervising teacher.

During Education 52, the student applies for admission to the Graduate Program. Requirements for application include 1) an updated transcript of all college work, 2) official score report on the Graduate Record Examination, and 3) data indicating that conditions placed on admission to the Austin Teacher Program have been met.

In concluding the description of the undergraduate curriculum of the Austin Teacher Program, a few additional remarks are in order. First, members of the education faculty are well aware that the Program demands a great deal of time and effort on the student's part for relatively little academic credit. They believe, though, that the undergraduate curriculum selects and cultivates students fully committed to excellence in teaching for entry into the graduate year. Second, Austin College shows its commitment to the Teacher Program by counting the coordination of an education lab as a teaching assignment equal to that of a credit-bearing course.

Graduate Year

The graduate year of the Austin Teacher Program provides students with opportunities to acquire knowledge that undergirds the teaching profession and to build and refine teaching skills.

In the graduate phase of the Program, students must earn nine course credits for the M.A. and certification. Four generally are earned through the completion of Education 598, Research and Synthesis in Education, and a combination of three designated courses or independent study courses in education. Graduate students may take a maximum of two independent studies as part of the master's degree program. An independent study gives a student an opportunity to develop, with a faculty member's guidance, an individualized course unique to his/her needs. All graduate students are strongly encouraged to earn at least two additional credits in subjects they will teach. The remaining three course credits are earned with successful completion of the graduate teaching experience, a one term full-day assignment. Two graduate course credits are required outside of the Education Department. It is possible for some students to take more than two courses outside the department, depending upon their undergraduate program and special needs.

After careful review and discussion of supervising teachers' evaluations, lab coordinators' summaries, observation reports, academic performance, and other germane data contained in each portfolio, the education faculty recommends students for either an internship or graduate student teaching. For various reasons, those recommended for graduate student teaching need somewhat more guidance in the classroom during the early part of the graduate field experience, though the faculty considers them capable of completing the program in a satisfactory manner and becoming competent teachers. Graduate student

teachers are placed in a supervising teacher's classroom, but are given increasing responsibility until they are in charge of all planning, instruction, management, and evaluation. An intern is assigned a room and classes much as a first year teacher, though an assigned supervising teacher helps orient the intern and observes and advises him/her throughout the field experience. All interns and graduate student teachers, assigned to schools for 12-16 weeks, all day, meet weekly with faculty members on campus for seminars that focus on strategies for teaching.

The Students

Students are stimulated and encouraged to be assertive, not as passive people, depending on the faculty to TELL them how to teach, and being more concerned about grades and credits than becoming effective teachers.

Many students entering Lab 11 these days take the faculty seriously about becoming assertive learners almost immediately and proceed confidently and independently through to the M.A. Others enter Lab 11 expecting us to *tell* them how to be effective teachers. Faculty expect the latter, given time to grow in the undergraduate labs, gradually to shed that cloak of dependency and passivity, and to emerge as self-starting, independent learners who have demonstrated effectiveness as classroom teachers, by the end of the graduate year. Faculty treat students as partners in the learning process and, consequently, learn a great deal from them. Faculty expect graduates to be Educational leaders of the future *in their classrooms*. Faculty remain in contact with every graduate of the Program through the publication of a Department newsletter, *Action*, which is published two times a year, and through which assistance is asked in improving the Program. And a large number of the graduates are devoted respondents to these requests. Thus, years after completing the Austin Teacher Program, many students remain our partners in the enterprise of preparing teachers for the 21st century.

The Faculty

Today, rather than being isolated from one another and interacting with students only in limited, formal ways, the faculty spend a great deal of the time communicating with one another and the students.

As a general rule, students assume that the faculty are available to them from 9 o'clock a.m. until 5 p.m. every day of the week--barring teaching assignments or observation visits in the field--because what is told them about the program demands such availability. If they are to become effective teachers and assertive learners, faculty must be there to assist them--and they are!

Faculty must also function as a team because the element that coheres the Austin Teacher Program is *not words*--the philosophy of the Program as contained in *The Latest Word*, or an unchanging curriculum delineated year after year in the *Austin College Bulletin*. No, the glue that holds together the ever-changing components of the Program is a team of six individuals united in the common cause of preparing excellent teachers. Preservation of that unity requires 1) that faculty meet often as a group, 2) that faculty seek and give assistance willingly to one another to ensure that most of the needs of most of our students are promptly met, and 3) that faculty constantly seek data from constituents within and without the Program in an effort to evaluate its effectiveness and appropriateness for these changing times.

The Curriculum.

The undergraduate segment of the curriculum assures the Austin Teacher a vigorous liberal arts education, and lays the foundation for the fifth year through his/her participation in four undergraduate Education Laboratories.

These campus- and field-based laboratories enable the student to continually develop, or identify for purposes of development, a series of behaviors, attitudes and aptitudes characteristic of effective teaching which are suited to her/his unique personality and experiential background. Through these undergraduate labs, students are encouraged to become *assertive learners*: that is, they become increasingly more adept at evaluating their own specific needs, where effective teaching is concerned, and at self-initiating activities designed to meet those needs, whether by consulting with Education faculty or public school personnel, or by making use of the resources of our Materials Learning Center. To the extent that s/he is an assertive learner, then, the prospective Austin Teacher designs her/his *own* undergraduate curriculum. Further, the scholarship engaged in by faculty and students at the graduate level feeds new topics, concerns, and resources into the undergraduate curriculum in a continuing cycle of change and renewal.

In the place of a curriculum that, in 1966, was "state, routine and subject-centered," the curriculum now is, by its design, in a constant state of upgrading. This continuously emerging curriculum endeavors to exploit the best that is being thought and said and *done* in Teacher Education, and to spread this current wisdom throughout the Program's every level

VII. An Examination of the Results

After a two year period of experimentation, the College in early 1970 institutionalized the Austin Teacher Program as a fully approved five year program. The College's governing bodies gave wholehearted support to the concept that the Austin Teacher Program had earmarks of improving the quality of teacher education; thus, it was evident that the faculty outside the Education Department became enthusiastic, too, about offering a different approach to prepare teachers, one that strongly emphasized the liberal arts curriculum. The Texas Education Agency also recognized the Austin Teacher Program as valid, effective, and acceptable alternative for the preparation of teachers in the State of Texas. Therefore, the new teacher education program moved from an experimental program to a fully approved one for certifying teachers.

Listed below are some of the results of instituting a new and different program in teacher education.

1. One of the biggest achievements during the early institutionalization period was the ability of the faculty to become comfortable in a somewhat routine way with a program that required flexibility, individualization, on-going evaluation, and change when evidence pointed to such a need. The program was not designed to be fixed or set in concrete but to be evolving. It was necessary, therefore, for the faculty to devote much time to in-service activities, utilizing assistance from a variety of resources, including numerous consultants.

As the institutionalization of the Austin Teacher Program became a reality, the establishment of unity among the faculty and staff in the department was essential for the new program to succeed. It was through the many conferences, retreats, consultations, and meetings that the faculty sustained each other during the initial risk-taking activities. Although most of the faculty members were able to adjust and cope quite well, there were a few who had great difficulty, and some faculty turn-over each year was not unusual.

2. Students in college, *especially* those planning to become teachers, welcome a strong liberal arts background and the opportunity that is provided in their undergraduate, as well as graduate, years to include many liberal arts selections. Unfor-

unately, too many teacher certification programs today limit students in this regard due to the large number of education courses that are required. The fact that Austin College initiated non-credit laboratories and a graduate year as requirements for teacher certification gave impetus to a strong liberal arts curriculum.

3. In order for students to know if they want to enter the teaching profession, they must have exposure early in their college life to the classroom teaching and learning environment. It is important that admission procedures to the teaching profession include ample opportunities for involvement in the day to day business of teaching so that students and their professors can intelligently decide if they are appropriately suited for the profession. Austin College's extensive laboratory programs in the public schools, beginning at the freshman level, are invaluable means of achieving such a goal.
4. It is essential that there be extensive cooperation and collaboration between colleges and public schools for the preparation of teachers. Austin College excelled in establishing ties and involvements with public school personnel in initiating and evaluating the Austin Teacher Program as well as in the on-going processes. Classroom teachers have assumed much more responsibility and leadership roles in the preparation of teachers at Austin College than would be true at most any other institution in the nation. Such cooperation and involvement have been highly praised by students as one of the highlights of their experiences in the Austin Teacher Program.
5. Regardless of some national trends and situations, teacher education *has* to be thought of as a profession. Consequently, the program to prepare teachers must be a professional one--not just a certification procedure that is tacked on to other college requirements. Austin College moved to a graduate year, requiring a Master's Degree with the teaching certificate, thereby emphasizing the professionalism of a teaching career. Students had to be committed if they wanted a career in teaching. Students had to give more than the usual time and money, if they wanted an education leading to a teaching certificate. In order to build a legitimate profession, such expectations of dedication and commitment are vital, and students *do* respond positively to these kinds of expectations, as experienced at Austin College.

6. There is a better way to prepare teachers than merely offering education courses in the traditional mold with much repetition of information, irrelevant data, and boring methodology. It is necessary to "practice what you teach" and to engage in a trusting relationship with students. Respect for the profession by students increased immeasurably as relationships between faculty and students were enhanced.
7. There are faculty members who will work together as a team and model before prospective teachers the importance of cooperation, sharing, and caring. Faculty members will take opportunities to be student-centered, and they will spend the time needed in public schools working at all levels.
8. Students *do* want quality in their teacher education program, and they *will* spend extra time and money to get it! When Austin College went to the additional year and included a Master's Degree along with certification, students did not go elsewhere for their teacher certification programs. In fact, better students were attracted to the Austin Teacher Program. When non-credit labs were required on top of the usual heavy load and when a foreign language requirement stayed intact for teacher education students while dropped for other students as a graduation requirement, there were no decreases in the number of students entering the program. There were, however, decreases in the number of incompetent students seeking teaching certificates to teach as insurance policies. Thus it was discovered at Austin College that a quality program does not discourage quality students from entering the teaching profession. In fact, it has the opposite effect. There is evidence that students who enter the Austin Teacher Program are above the national average (as indicated elsewhere) concerning their SAT scores. Also ATP students score considerably higher in all areas of the State Pre-Professional Skills test than the State average.
9. Faculty members *will* return to the public school classroom to get a "retread" job, by either participating in exchange agreements, teaching part-time, substitute teaching, or engaging in demonstration teaching. There is evidence of this fact by the department having one of its older members exchange for a semester with a third grade teacher in an open elementary school in a near by Dallas suburban school district. Another faculty member spent one fall semester

teaching part time in a kindergarten program, and yet another faculty member taught an English course one semester to high school students in the local high school.

VIII. An Inventory of the Recognitions

1. Distinguished Achievement Award for Excellence in Teacher Education received in 1972 from The American Association of Colleges for Teacher Education.
2. Austin Teacher Program cited with special Recognition for Excellence in Education, February 1975, from The American Association of Colleges for Teacher Education.
3. Austin Teacher Program exhibited and presented at a national conference in Florida of the Association of Teacher Educators, January 1982.
4. Austin Teacher Program presented and exhibited at a national conference in Washington, D.C. of the Association of Teacher Educators, February 1983.
5. Texas Education Agency informs high officials at Capitol that Austin Teacher Program is of excellent caliber (1983).
6. Governor of Texas sends representative to campus to get information about Austin Teacher Program (1983).
7. Lt. Governor of Texas sends message to campus to get information about Austin Teacher Program (1983).
8. The Austin Teacher Program presented at the February 1984 national meeting of the Association of Supervisors and Curriculum Directors in New York City.
9. The five year program of the Austin Teacher Program presented at two state conferences in 1984 by a department faculty member.
10. From the Christian Science Monitor, April 26, 1982:
"Austin has several ways of determining that only those of the highest academic quality enter the teaching profession from its program."
11. From The National School Board Journal, June 30, 1982:
"Austin graduates: a 'unique commodity' "
12. From FOCUS, an Education Testing Service Publication, 1982:
"At Austin College, a well-established five-year program has consistently attracted and graduated high-quality students. Although Austin is a small college, the fact that its program fulfills enrollment targets while other schools with lowered

standards are floundering would seem to indicate that larger institutions might do well to rethink their admissions and academic policies."

13. From the Phi Delta Kappan, May 1983:
"New Directions in Teaching: The Austin Teacher Program"
14. From the Dallas Times Herald, December 1983:
"Austin College has offered a rigorous teacher education program for more than 15 years and has found that it attracts high-caliber candidates. The average SAT score for students in the program is 1,050 compared to the national average of 893."
"Dallas teachers and the superintendents of 47 of the nation's biggest school systems say teacher colleges are not doing a good job of preparing student teachers--something that must improve if the quality of education is to get better. Austin College in Sherman seems to be succeeding where others fail and could provide a model for more wide-spread success."
"While 70 percent of all colleges and universities offer teacher training, few commit substantial funds to educate teachers. And far too many have lax standards and overemphasize education courses to the detriment of basic academic subjects. There are exceptions, of course. One is Austin College in Sherman, where students are required to take a five-year regimen that includes requirements that they major in a traditional academic discipline and acquire extensive apprenticeship experience."
15. From Arthur W. Combs, formerly professor at The University of Florida, currently engaged in research in the area of teacher education, author of numerous books in the field of teacher education and human relations, including *The Professional Education of Teachers* and *A Personal Approach To Teaching: Beliefs That Make A Difference*, May 5, 1982.
"Have read your materials on the Austin Teacher Program with admiration and excitement. I think you have done some truly marvelous things--real innovations, giant steps forward and some truly fine writing about these matters that deserve much wider publicity."
16. From David G. Imig, Executive Director, American Association of Colleges For Teacher Education, May 27, 1983.

"Having just read 'What's Happening In...Austin College?' in the May Kappan, I wanted to write to express my appreciation for an informative and helpful piece. Many have speculated on what has happened to your exemplary program and you now provide some helpful answers. Congratulations on its inclusion."

17. From Carl L. Yeckel, Vice President of the King Foundation, Dallas, Texas, Sept. 24, 1982.

"I read with interest the FOCUS article describing the Austin College program. Hopefully Austin College experience will spur other private education institutions to try the Austin 'way.' I fear the public universities are presently locked into the politics of numbers."

18. From Karl L. Lockwood, Ohio State University, April 28, 1982.

"I am very much concerned, even alarmed, at the shortcomings of our teacher preparation programs, and your efforts and successes sound truly exciting and promising. I am anxious to see what you have done to improve a rather deplorable situation."

19. From the Dallas Morning News, July 16, 1984:

"Many of the reforms recently proposed by educators to improve the quality of teacher education in the United States have been in place since 1968 at Austin College in Sherman."

20. From the Sherman Democrat, July 15, 1984:

"As a group, students taking the (state required Pre-Professional Skills) tests at the University of Texas at Austin, Rice University, and Austin College--a private college in Sherman--posted the best scores (for the 1983-84 year). At Austin College 96% passed the reading part of the test which is the second highest percent in the state, 92 percent passed math which is the second highest in the state, and 92 percent passed handwriting which ranked third in the state (just one percentage point behind UT at Austin)."

IX. An Analysis

What has gone on before and what is taking place now in teacher education at Austin College, regardless of the successes and achievements, must be carefully analyzed in light of the needs for the next five to ten years.

An institution that does not continue to develop and constantly evaluate its program for teacher preparation, regardless of the pressures exerted by an accrediting agency, will soon find itself stagnant and ineffective.

The problem today with too many teacher education programs is that they fail to change when different approaches are mandated. Therefore, critics bring forth justified reports for the public to read labeling teacher education programs as ineffective.

The Austin Teacher Program was developed and implemented in the late 1960s and early 1970s when the critics were not as loud as they are today, yet their concerns were just as appropriate then as now. Why has it taken educators in most institutions so long to even talk about change? There is always the reluctance to pioneer.*

Although Austin College was ahead of other institutions in the changes that took place over a decade ago, and remains in that position even today, it must continue to forge ahead! Because Austin College is currently doing most, if not all, of the things critics say should be done in teacher education, it can not rest on its laurels. New advances must be made. New frontiers in teacher education must continue to be explored.

*See "A Survey of Attitudes in Texas" by Tom Baker.

X. An Exact List of References

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11. School Board News, "Austin graduates: a 'unique commodity'," National School Boards Association, Washington, D.C., June 30, 1982.
12. Sherman Democrat, "Would-be Teachers Flunk Tests," (Data obtained from the Texas Education Agency) July 15, 1984.
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This booklet is dedicated to Dr. Virginia Love, retired Emeritus Professor of Education and Psychology at Austin College.

Because of her many contributions, encouragements, dedication to tasks, creativity, and human relations expertise, the Austin Teacher Program became a reality.

The recipient of many honors and awards during her varied and noted educational career, including the treasured Homer P. Rainey Award given each year by the Austin College Board of Trustees to an outstanding faculty or staff member of the college community, Virginia's most recent honor came in the fall of 1983 when she received the Distinguished Alumna Award from Texas Tech University.

Dr. Love, former chairperson of the Teacher Education Department, was a vital force in the launching and the implementation of the Austin Teacher Program. She retired in 1977, yet remains active in her interests and support of teacher education at Austin College. Her spirit lives on!

A special note of recognition is due two important contributors to the effective functioning of the Austin Teacher Program--Mrs. Rosemary Mulder, Administrative Assistant, and Marylin Morford, Department Secretary.